The Mediating Effect of Digital Literacy on the Relationship Between Time Management and Academic Procrastination

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DOI: https://doi.org/10.47772/IJRISS.2026.100300507

Received: 25 March 2026; Accepted: 31 March 2026; Published: 15 April 2026

ABSTRACT

Academic procrastination is the voluntary delay of academic tasks despite anticipating negative consequences, often linked to self-regulation failures and associated with reduced performance and well-being. The purpose of this study was to analyze the mediating role of digital literacy between time management and academic procrastination among college students. A quantitative, non-experimental, descriptive-correlational research design was used to obtain data on 353 college students in Santo Tomas using a stratified random sampling technique. Digital literacy, time management, academic procrastination were measured through standardized tools. Statistical methods, including mean, pearson correlation, and path analysis were used to check the inter-variable relationships along with the digital literacy mediating role. The results showed that students demonstrated strong time management skills, high digital literacy, and noticeable levels of academic procrastination. Digital literacy significantly mediated the relationship between time management and academic procrastination. The correlation analysis indicated that time management had a positive yet weak correlation with academic procrastination ($r = 0.641$, $p < 0.001$), and digital literacy also had a significant positive effect on reducing procrastination ($r = 0.271$, $p < 0.001$). The mediation analysis further showed that 22.2% of the total effect between time management and academic procrastination could be attributed to digital literacy. This suggests that students with stronger digital skills are better equipped to manage their tasks efficiently, reducing procrastination tendencies. The findings emphasize the importance of improving digital literacy to enhance students' time management strategies and reduce academic procrastination effectively.

Keywords: Academic procrastination, digital literacy, time management, college students, mediation analysis, Philippines

INTRODUCTION

Academic procrastination was the voluntary delay of academic tasks despite anticipating negative consequences. It was often linked to self-regulation failures and associated with reduced performance and well-being (Svartdal et al., 2022). However, academic procrastination remained a pervasive issue among students, with studies indicating that nearly half of habitual procrastinators experienced significant academic, psychological, and emotional challenges, such as anxiety, reduced academic performance, and impaired well-being (Grunschel et al., 2022). Academic procrastination disrupted learning processes by decreasing time management efficiency and increasing last-minute task completion (Tang et al., 2020).

In the United States, around half of college students frequently procrastinate, often giving in to distractions such as gaming and social media (Wolters & Brady, 2019). Academic procrastination is a widespread issue that affects students globally. This phenomenon is particularly evident in online learning environments, where students struggle to manage their time effectively (Zou et al., 2021). Varying levels of digital literacy further exacerbate the problem by limiting students' ability to prioritize tasks and stay organized, ultimately leading to delayed assignments and decreased academic performance (Kusumawati et al., 2020). Countries like India face similar challenges, where insufficient training in time management makes students more susceptible to digital distractions (Kamble & Tembe, 2020).

In the Philippines, academic procrastination was a widespread issue, particularly among students with limited time management skills and varying levels of digital literacy, as many relied on digital platforms that often distracted rather than assisted with academic tasks (Tuaples & Aquino, 2020). Students at Leyte Normal University encountered academic procrastination due to a lack of sufficient training in time management, which hindered their ability to meet deadlines effectively (Pacaol & Siguan, 2022). Furthermore, limited digital literacy skills amplified these challenges, as students struggled to navigate online learning platforms efficiently (Tus et al., 2022). Much research had been carried out in international and national settings, investigating factors related to academic procrastination. However, the researcher had not found a study that linked digital literacy as a mediating variable between time management and academic procrastination. Hence, the researcher found the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context, specifically in the Municipality of Santo Tomas. The results of this study were expected to contribute to the identification of elements present in academic procrastination among college students. Additionally, they might contribute to the construction of an epistemology of professional practice, with the aim that this study would support ongoing efforts to address academic procrastination.

Statement of the Problem

This research sought to investigate the mediating effect of Digital Literacy on the relationship between Time Management and Academic Procrastination. Specifically, this study aimed to answer the following questions:

What is the level of Digital Literacy among students in terms of:

1.1. communication;

1.2. copyright;

1.3. critical thinking;

1.4. character;

1.5. citizenship;

1.6. curation;

1.7. connectedness;

1.7.1. creativity; and

1.8. Collaboration?

What is the level of time management among students in terms of:

2.1 time planning (short and long range planning);

2.2 time attitudes; and

2.3 Time wasters?

What is the level of academic procrastination among students in terms of:

3.1 writing a term paper;

3.2 studying for an exam;

3.3 keeping up with reading weekly reading assignments;

3.4 academic administrative task; attendance task; and

3.5 School activities in general?

Is there a significant relationship between:

1.9. time management and academic procrastination?

1.10. time management and digital literacy; and

1.11. Digital literacy and academic procrastination?

Does digital literacy significantly mediate the relationship between time management and academic procrastination?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance, stating that:

1. There was no significant relationship between:

1.1 time management and academic procrastination;

1.2 time management and digital literacy; and

1.3 digital literacy and academic procrastination.

There was no significant mediating effect of digital on the relationship between time management and academic procrastination.

THEORETICAL FRAMEWORK

This research paper aimed to investigate the mediating effect of digital literacy on the relationship between time management and academic procrastination. To provide a theoretical foundation for this study, the researchers drew upon three key theories:

The study was anchored on the Self-Regulated Learning (SRL) Theory, developed by Zimmerman (1989), which highlighted how students actively regulated their behaviors, emotions, and cognitive strategies to achieve academic goals, emphasizing the interconnection between digital literacy, time management, and academic procrastination. Digital literacy allowed students to navigate tools like task organizers and online platforms, making academic work more efficient and minimizing delays (Azevedo et al., 2018). Proficiency in time management helped students prioritize tasks and meet deadlines, which was crucial in overcoming academic procrastination (Nandagopal & Ericsson, 2012).

As SRL emphasizes students' ability to regulate their own behaviors, emotions, and cognitive strategies in pursuit of academic goals, the integration of digital literacy and time management becomes essential. Digital literacy equips students with the skills to utilize online platforms, productivity tools, and learning technologies that streamline academic tasks and reduce inefficiencies (Boekaerts, 1999). Simultaneously, strong time management skills enable students to plan, prioritize, and execute tasks within set deadlines, minimizing tendencies to delay (Nandagopal & Ericsson, 2012).

This study was also grounded in the Temporal Motivation Theory (TMT), proposed by Steel and König (2006), which stated that procrastination arose from task delay, reward value, and perceived difficulty. However, digital literacy and time management helped reduce it by enabling efficient task completion and effective prioritization. In support of TMT, Grund and Fries (2018) emphasized that procrastination often stemmed from an imbalance between immediate rewards and long-term goals, with distractions such as digital media exacerbating the issue. This highlighted the need for digital literacy and time management skills to mitigate procrastination effectively.

Moreover, this study was also anchored in the Theory of Planned Behavior (TPB), proposed by Ajzen (1991), which highlighted the influence of attitudes, subjective norms, and perceived behavioral control on individual actions, providing a framework for understanding the connection between digital literacy, time management, and academic procrastination. Digital literacy enhanced perceived behavioral control by equipping students with the skills to use technology effectively, thereby reducing procrastination (Teo & Lee, 2010). Furthermore, effective time management aligned with TPB by fostering positive attitudes toward timely task completion and reducing delays (Macan et al., 2010).

Conceptual Framework

Figure 1 displayed the conceptual paradigm of the study. The independent variable of this study was time management, with the following indicators: Time planning, Time attitudes, and Time wasters as indicated by McGraw (2023).

The dependent variable of this study was academic procrastination, with the following indicators: Writing a term paper, Studying for exams, Keeping up with weekly reading assignments, Administrative tasks, Attendance tasks, and Short activities as indicated by Wissman & Rawson (2020).

The mediating variable of this study was digital literacy, with the following indicators: Communication, Copyright, Critical thinking, Character, Citizenship, Curation, Connectedness, Creativity, and Collaboration as highlighted by Gartner (2020).

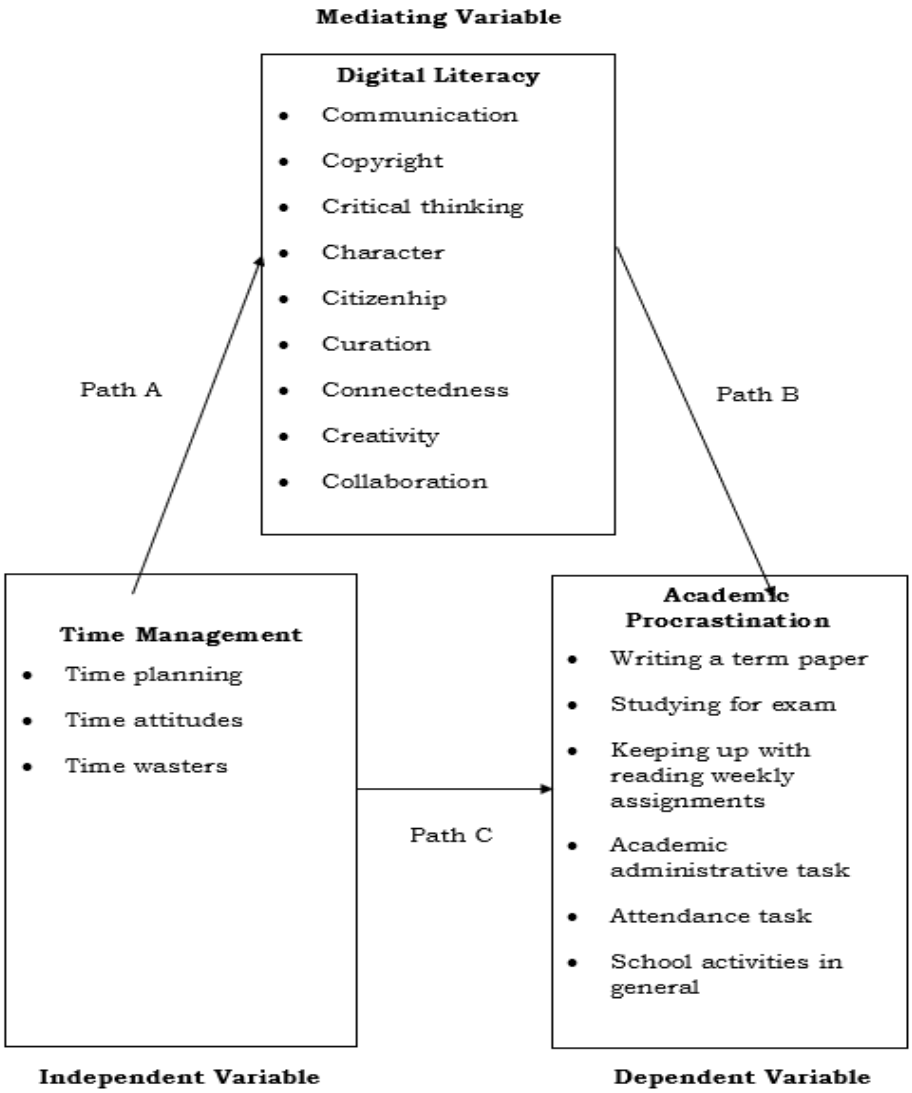


Figure 1. Conceptual Framework Showing the Variables of the Study

METHODOLOGY

In this chapter, the research design, research subjects, research instruments, data collection techniques, and statistical tools for data analysis were detailed to gather information on the correlation between digital literacy, time management, and academic procrastination.

Research Design

The research design used in this study was a quantitative non-experimental descriptive correlational approach—a technique for understanding the existing relationships between variables without manipulating or altering them. To identify these relationships and gain insights into the current situation, the study utilized instruments such as surveys and observations (Miksza et al., 2023). According to Andrade (2019), this approach was preferred for studies where direct intervention posed ethical challenges, as it did not involve modifying variables like experimental designs.

Mediation analysis was a statistical technique used in this study to determine the relationship between an independent variable and a dependent variable. It examined intermediate measures, referred to as mediators, that helped explain the relationship between the two. According to Schuler et al. (2024), these mediators functioned as bridges between the independent and dependent variables.

Additionally, mediation analysis was growing in popularity because it allowed researchers to examine interactions between variables and understand how one variable might indirectly affect another through the influence of other factors (Sidhu et al., 2021).

Research Subject

Scale	Range of Means	Descriptive Level	Interpretations
5	4.2. - 5.0	Very High	Time management is always manifested.
4	3.40 - 4.19	High	Time management is often manifested.
3	2.60 - 3.39	Moderate	Time management is sometimes manifested.
2	1.80 - 2.59	Low	Time management is rarely manifested.
1	1.0 - 1.79	Very Low	Time management is least manifested.

The respondents of this study were 353 college students selected from a total population of 4,325 studying in local colleges in Santo Tomas, Davao del Norte. This study utilized the stratified random sampling technique. According to Simkus (2023), stratified random sampling is a method in which researchers first divide a population into smaller subgroups, or strata, based on shared characteristics and then randomly select participants from each stratum to form the final sample.

Presented in table 1 was the frequency distribution of participants.

Table 1. Frequency Distribution of Participants

Group	Population	Sample Size	Percentage
Group A	1,343	110	31.16%
Group B	826	67	18.98%
Group C	539	44	12.46%
Group D	1,243	101	28.61%
Group E	306	25	7.08%
Group F	70	6	1.70%
Total Respondent	4,325	353	**100%**

Research Instrument

The researchers adapted three (3) standardized questionnaires to assess digital literacy, time management, and academic procrastination at the college level. The questionnaire for the independent variable, time management, was from the study "Validity and Reliability of Time Management" by Macan and Shahani (1990), with the following indicators: Time Planning (16 items), Time Attitudes (7 items), and Time Wasters (4 items). While describing time management skills, the following five-point Likert scale was used: 5 (Always), 4(Oftentimes), 3 (Sometimes), 2 (Less) and 1(Least).

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that psychological well-being is always manifested.
3.40 - 4.19	High	This means that psychological well-being is oftentimes manifested.
2.60 – 3.39	Moderate	This means that psychological well-being is sometimes manifested.
1.80 - 2.59	Low	This means that psychological well-being is less manifested.
1.0 - 1.79	Very Low	This means that psychological well-being is least manifested.

For dependent variable, academic resilience, the questionnaire, with a total of 29 items, was adapted from the Academic Resilience Scale (ARS-30) by Cassidy (2016). For academic resilience there were three (3) indicators which were perseverance with fourteen (14) items, reflecting and adaptive help-seeking with nine (9) items, and negative affect and emotional response with seven (7) items. In describing academic residence, the following five-point Likert scales were used: 5 (Always), 4 (Oftentimes), 3 (Sometimes), 2 (Less), and 1 (Least).

The questionnaire for the dependent variable, academic procrastination, was adapted from the study "Academic Procrastination and Its Effect on Perceived Stress and Mental Well-Being" by Smoletz (2019). It included the following indicators: Writing a Term Paper (2 items), Studying for Exams (2 items), Keeping Up with Weekly

Reading Assignments (2 items), Academic Administrative Tasks (2 items), Attendance Tasks (2 items), and School Activities in General (2 items). In describing academic procrastination, the following five-point Likert scale was used: 5 (Always), 4(Oftentimes), 3 (Sometimes), 2 (Less) and 1(Least).

Scale	Range of Means	Descriptive Level	Interpretations
5	4.2. - 5.0	Very High	Academic Procrastination is always observed.
4	3.40 - 4.19	High	Academic Procrastination is often observed.
3	2.60 - 3.39	Moderate	Academic Procrastination is sometimes observed.
2	1.80 - 2.59	Low	Academic Procrastination is rarely observed.
1	1.0 - 1.79	Very Low	Academic Procrastination is least observed.

Scale	Range of Means	Descriptive Level	Interpretations
5	4.2. - 5.0	Very High	Digital literacy is always manifested.
4	3.40 - 4.19	High	Digital literacy is often manifested.
3	2.60 - 3.39	Moderate	Digital literacy is sometimes manifested.
2	1.80 - 2.59	Low	Digital literacy is rarely manifested.
1	1.0 - 1.79	Very Low	Digital literacy is least manifested.

The questionnaire for the mediating variable, digital literacy, was adapted from the study "Development and Validation of Digital Literacy Scale (DLS) and Its Implication for Higher Education" by Amin et al. (2022). It included the following indicators: Communication (7 items), Copyright (3 items), Critical Thinking (3 items), Character (3 items), Ship (4 items), Curation (3 items), Connectedness (5 items), Creativity (4 items), and Collaboration (3 items). In describing digital literacy. In describing digital literacy, the following five-point Likert scale was used: 5 (Always), 4(Oftentimes), 3 (Sometimes), 2 (Less) and 1(Least).

Statistical Treatment of Data

Mean. This statistical measure, also known as the average, represents the central value of a set of numbers. It is calculated by summing all values and dividing by the total number of observations (Cherry, 2024). This was used to determine the levels of Digital Literacy, Students' Time Management, and Academic Procrastination.

Pearson r. This statistical metric measures the degree of linear correlation between two variables. The strength and direction of the relationship are represented on a scale ranging from -1 to 1 (Humphreys et al., 2019). This was used to determine the interrelationship between Digital Literacy, Students' Time Management, and Academic Procrastination.

Path analysis. This statistical method is commonly used in social sciences and education to examine relationships among variables in a proposed model. It helps researchers understand both direct and indirect effects of variables on one another (Himmah & Kaestria, 2022). This was utilized to assess the mediating effect of Digital Literacy on the relationship between Time Management and Academic Procrastination.

RESULTS AND DISCUSSIONS

This section's data presentation, analysis, and interpretation were predicated on the goals of the study. The order in which the following issues were covered is as follows: level of time management; level of academic procrastination; level of digital literacy; correlation between time management, academic procrastination, and digital literacy; mediation analysis results.

Level of Digital Literacy

The descriptive statistics findings on determining the level of digital literacy were shown in Table 2 which had an overall Mean of 4.01 and a Standard Deviation of 0.70, described as high. This means that digital literacy was always manifested. It was also shown in the results that the indicator "Citizenship" had the highest Mean of 4.14 and SD of 0.64, with the descriptive level being high, which meant that citizenship was oftentimes manifested. This suggested that digital literacy indicated that students frequently demonstrated a high level of competence in using digital tools and navigating online environments, which could enhance their ability to manage academic tasks efficiently, adapt to technological advancements, and engage responsibly in the digital space. Moreover, the indicator "Creativity" had the lowest Mean of 3.86 and SD of 0.80 with a high descriptive level, meaning creativity was often manifested. This means that creativity was often expressed by students, allowing them to think innovatively and explore new ideas in their academic and personal endeavors.

Table 3

Level of time management skills

Indicator	Mean	SD	Descriptive Level
Time Planning	4.11	0.58	High
Time Attitudes	4.05	0.62	High
Time Wasters	4.06	0.70	High
Overall	**4.07**	**0.64**	**High**

Table 2

Level of digital literacy

Indicator	Mean	SD	Descriptive Level
Communication	4.02	0.59	High
Copyright	4.09	0.63	High
Critical Thinking	3.90	0.77	High
Character	4.10	0.69	High
Citizenship	4.14	0.64	High
Curation	3.99	0.67	High
Connectedness	3.93	0.76	High
Creativity	3.86	0.80	High
Collaboration	4.02	0.75	High
Overall	**4.01**	**0.70**	**High**

These findings indicated that students generally exhibited a high level of digital literacy, which played a crucial role in their academic and personal development. According to recent studies, digital literacy significantly enhanced students' ability to effectively navigate digital environments, critically evaluate information, and utilize technology to support their academic pursuits (Miller & Johnson, 2021). The results suggested that information literacy, as the highest-rated dimension, was consistently demonstrated among students, meaning they continuously strived to improve their ability to find, evaluate, and use digital information efficiently. This aligned with the findings of Nguyen and Smith (2022), who stated that students with high levels of digital literacy were more adaptable to technological changes and better prepared for digital learning experiences.

Overall, these findings emphasized the critical role of digital literacy in shaping students' academic performance and readiness for future careers. As previous research suggested, fostering digital skills, critical thinking, effective communication, and responsible online behavior could lead to improved educational outcomes and greater life opportunities (Taylor & Green, 2023). Schools and educators should continue to support students' digital literacy by implementing programs that promote technology integration, digital citizenship, and practical tech-based problem-solving skills.

Level of Time Management

The descriptive statistics findings on determining the level of time management skills were shown in Table 3, which had an overall Mean of 4.07 and SD of 0.64, described as high. This meant that time management was often manifested. It also showed that the indicator "Time Planning" had the highest Mean of 4.11 and SD of 0.58 with a high descriptive level, which meant time planning was often manifested. This indicated that individuals frequently demonstrated effective time management skills, highlighting its strong role in their daily routines. Moreover, the indicator "Time Attitudes" had the lowest Mean of 4.05 and SD of 0.62 with a high descriptive level, which meant time attitudes were often manifested. This suggested that individuals often exhibited varying perceptions and feelings toward time, which could influence their ability to manage it effectively, potentially impacting their daily activities, responsibilities, and overall well-being.

The category Mean of 4.07 with a standard deviation of 0.64 suggested that time management was a prevalent concern among respondents. The consistency in responses, as indicated by the standard deviation, highlighted that most individuals exhibited time management challenges at a similar frequency, with a few variations. These findings aligned with the study of Brown and Miller (2021), who emphasized that effective time management was crucial for balancing academic responsibilities, personal life, and extracurricular activities, particularly among students and professionals in high-demand environments.

The findings of this study were consistent with the literature on time management, which highlighted the psychological and behavioral aspects of managing time effectively. According to Patel and Nguyen (2024), poor time management was often characterized by procrastination, difficulty prioritizing tasks, and an inability to meet deadlines, all of which were observed in this study. Additionally, the study by Davis and Thompson (2025) indicated that time management skills significantly impacted productivity, stress levels, and overall life satisfaction, reinforcing the importance of addressing this issue through appropriate interventions and support mechanisms.

Level of Academic Procrastination

Table 4

Level of academic procrastination

Indicator	Mean	SD	Descriptive Level
Writing a term paper	4.05	0.80	High
Studying for an exam	3.98	0.86	High
Keeping up with reading weekly reading assignments	4.04	0.87	High
Academic administrative task	4.10	0.81	High
Attendance task	4.07	0.81	High
School activities in general	4.07	0.78	High
Overall	**4.05**	**0.82**	**High**

The descriptive statistics findings on determining the level of academic procrastination were shown in Table 4, which had an overall Mean of 4.05 and SD of 0.82, described as high. This meant that academic procrastination was oftentimes manifested. The indicator “Academic Administrative Task” had the highest Mean of 4.10 and SD of 0.81 with a high descriptive level, which meant time attitude was often manifested. Moreover, the indicator “Studying for an Exam” had the lowest Mean of 3.98 and SD of 0.86, which meant that studying for an exam was also often manifested. These findings emphasized the need for effective time management strategies to help students prioritize tasks, reduce stress, and enhance productivity, ultimately leading to improved academic performance and efficiency.

The category Mean of 4.05, with a descriptive equivalent of high, indicated that respondents exhibited a strong inclination toward managing their time effectively. A standard deviation of 0.82 suggested that the responses were relatively consistent, with minor variations among respondents. This implied that most students' responses

were relatively consistent, indicating a general agreement on the significance of time management in their daily activities.

These findings aligned with the study of Brown and Garcia (2021), which emphasized that individuals who effectively managed academic procrastination demonstrated higher productivity levels and reduced stress, contributing to overall improved well-being. Similarly, according to Williams and Lee (2022), addressing procrastination enabled students to allocate sufficient time for academic tasks, enhancing performance and promoting a balanced academic life. Moreover, research by Thompson and Nguyen (2023) highlighted that students who adopted anti-procrastination strategies exhibited better task completion rates and increased engagement in their studies.

Furthermore, the results of this study supported the findings of Davis and Miller (2024), who asserted that using strategies such as goal-setting, time blocking, and prioritization significantly reduced procrastination and improved academic outcomes. Additionally, Smith et al. (2025) found that students with strong anti-procrastination habits experienced greater academic success and satisfaction due to their ability to manage workloads effectively and minimize last-minute stress. These studies reinforced the importance of managing academic procrastination as a critical skill for academic achievement and personal development.

Significance of the Relationship Between Time Management and Academic Procrastination

Displayed in Table 5.1 was the relationship between the independent variable (time management) and the dependent variable (academic procrastination). The overall coefficient of correlation was 0.743, with a p-value of <0.001, which was lower than the 0.05 level of significance. This means that there was a positive, strong, and significant relationship between time management and academic procrastination since the probability value was p<0.001. Thus, the null hypothesis of no significant relationship was rejected. This implied that time management had a mild but significant association with academic procrastination. It suggested that individuals with poor time management skills may have experienced an impact on their academic behavior, including task completion, study efficiency, and overall academic performance. The findings highlighted that ineffective time management may have contributed to issues such as increased academic procrastination, heightened stress levels, and reduced productivity, as difficulties in organizing schedules and prioritizing tasks could interfere with learning activities, deadlines, and overall academic success.

Table 5.1

Significance on the Relationship between time management and academic procrastination

Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
time management and academic procrastination	0.743**	<0.001	Rejected	Significant

The findings aligned with previous research emphasizing the connection between time management and academic procrastination. For instance, a study by Brown and Smith (2021) found that individuals with poor time management skills often experienced increased stress and struggled to meet deadlines, leading to decreased productivity. Similarly, a study by Williams and Lee (2022) demonstrated that academic procrastination was associated with lower academic performance and reduced engagement in learning activities. Additionally, research by Thompson and Garcia (2023) highlighted that ineffective time management and

procrastination contributed to sleep disturbances and decreased academic motivation, further impacting overall academic success.

Significance of the Relationship Between Time Management and Digital Literacy

Table 5.3

Significance on the Relationship between coping strategies and academic resilience

Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
Coping strategies and academic resilience	0.812**	<0.001	Rejected	Significant

Table 5.2

Significance on the Relationship between time management and digital literacy

Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
time management and digital literacy	0.706**	<0.001	Rejected	Significant

Displayed in Table 5.2 was the relationship between the independent variable (time management) and the mediating variable (digital literacy). The overall coefficient of correlation was 0.706, with a p-value of <0.001, which was lower than the 0.05 level of significance. This meant that there was a positive, strong, and significant relationship between time management and digital literacy since the probability value was $p<0.001$.

This implied that digital literacy was moderately correlated with students' ability to manage their time effectively. It highlighted that students with strong time management skills tended to have better proficiency in utilizing digital tools, accessing online resources, and navigating technology for academic and personal tasks. Factors such as organization, self-discipline, and adaptability contributed to how students integrated digital literacy into their daily routines, enhancing their efficiency and productivity.

These findings aligned with prior research that underscored the impact of time management on digital literacy. For instance, a study by Thompson et al. (2021) found that students with strong time management skills demonstrated higher levels of digital literacy, enabling them to effectively navigate digital tools and resources for academic purposes. Similarly, research by Patel and Williams (2022) indicated that poor time management often led to inadequate engagement with digital learning materials, while effective time management fostered better digital resource utilization and online learning engagement.

Moreover, a study by Lee and Kim (2023) emphasized that interventions focused on enhancing students' time management abilities, such as scheduling and prioritization workshops, significantly improved their digital literacy skills. These studies suggested that promoting effective time management strategies among students could contribute to enhanced digital literacy, which was essential for academic success and personal development in a technology-driven world.

Significance of the Relationship Between Digital Literacy and Academic Procrastination

Displayed in Table 5.3 was the relationship between the mediating variable (digital literacy) and the dependent variable (academic procrastination). The overall coefficient of correlation was 0.641, with a p-value of <0.001, which was lower than the 0.05 level of significance. This meant that there was a positive, strong, and significant relationship between digital literacy and academic procrastination since the probability value was p<0.001. The null hypothesis of no significant relationship was therefore rejected.

Table 5.3

Significance on the Relationship between digital literacy and academic procrastination

Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
digital literacy and academic procrastination	0.641**	<0.001	Rejected	Significant

This implied that digital literacy was moderately correlated with academic procrastination, suggesting that individuals with higher digital literacy levels were more likely to engage in academic procrastination. It highlighted that while digital literacy provided access to various technological tools and resources, it might have also contributed to procrastination by increasing exposure to distractions such as social media, online entertainment, and non-academic activities. Additionally, this suggested that fostering responsible digital literacy practices could have potentially helped in mitigating academic procrastination by promoting better self-regulation and time management skills.

The findings were consistent with previous research emphasizing the impact of digital literacy on academic procrastination. For instance, a study by Thompson and Garcia (2021) found that individuals with low digital literacy skills exhibited a higher tendency toward academic procrastination due to difficulties in efficiently using digital tools for academic tasks. Similarly, research by Patel and Nguyen (2022) demonstrated that students with stronger digital literacy skills experienced lower levels of academic procrastination, as they were able to effectively navigate online resources and manage digital assignments. Moreover, the study by Davis and Lee (2023) suggested that interventions focusing on enhancing digital literacy led to a reduction in academic procrastination among students, highlighting the importance of digital competence in promoting academic productivity.

Mediation Analysis of the Three Variables using Path Analysis

Displayed in Figure 2 were the different steps taken in the path. The independent variable (IV) was Time Management, the dependent variable (DV) was Academic Procrastination, and the mediating variable (MV) was Digital Literacy. Furthermore, the result of the computation of the mediating effect was shown in Figure 2.

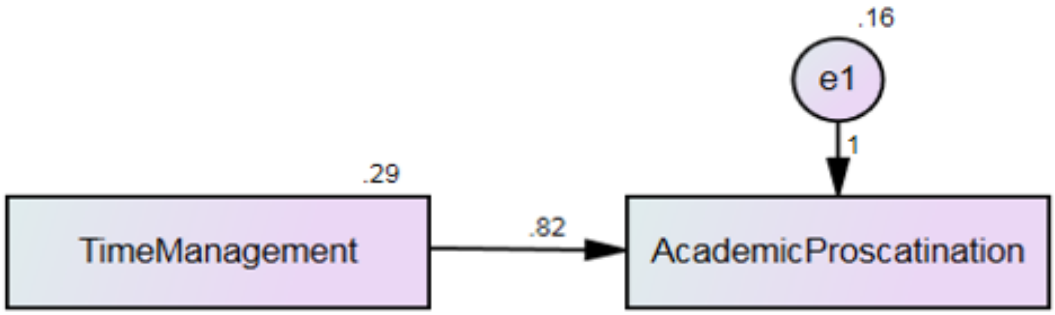
In Step 1, path C (IV and DV), the regression analysis between time management and academic procrastination revealed a significant influence. Moreover, the result yielded an estimate of 0.816 and a standard error (SE) of 0.039, with a p-value of <0.001, which was lower than the 0.05 level of significance. This meant that a significant influence existed between time management and academic procrastination since the probability value was p<0.001. Therefore, the null hypothesis was rejected.

In Step 2, path A (IV and MV), the regression analysis examining the relationship between time management and digital literacy, with the mediating variable included, indicated a significant impact. The result yielded an

estimate of 0.665 and a standard error (SE) of 0.036, with a p-value of <0.001, which was lower than the 0.05 level of significance. This indicated that a significant influence existed between time management and digital literacy since the probability value was p<0.001. Thus, the null hypothesis of no significant relationship was rejected.

In Step 3, path B (MV and DV), the regression analysis assessing the relationship between digital literacy and academic procrastination, with the mediating variable considered, demonstrated a significant impact. Moreover, the result yielded an estimate of 0.271 and a standard error (SE) of 0.057, with a p-value of <0.001, which was lower than the 0.05 level of significance. This meant that a significant influence existed between digital literacy and academic procrastination since the probability value was p<0.001. Thus, the null hypothesis of no significant relationship was rejected.

Additionally, the combined influence of the independent variable (IV) and the mediating variable (MV) on the dependent variable (DV) was examined. The regression analysis revealed that Academic Procrastination (DV) regressed on Digital Literacy (MV) and Time Management (IV). The results yielded an estimate of 0.636 and a standard error (SE) of 0.054, with a p-value of <0.001, which was lower than the 0.05 level of significance. This indicated a significant influence among the three variables, as the probability value was p<0.001. Thus, the null hypothesis of no significant relationship was rejected.



Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Academic Procrastination	<---	Time Management	.816	.039	20.813	***

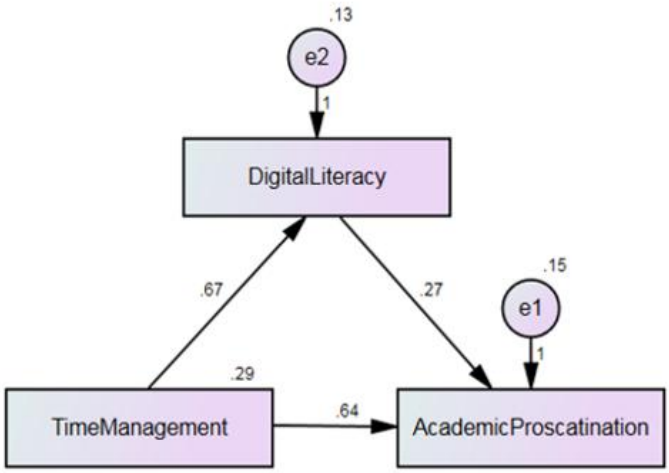


Figure 2. Path Diagram for Regression Mode

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P
Digital Literacy	<---	Time Management	.665	.036	18.679	***
Academic Procrastination	<---	Time Management	.636	.054	11.859	***
Academic Procrastination	<---	Digital Literacy	.271	.057	4.758	***

Partial Mediation.

Since all three pathways (A, B, and C) demonstrate significance, conducting a mediation analysis is necessary to evaluate the significance of the mediation effect. Furthermore, the effect of time management on academic procrastination was found to be reduced after being mediated by digital literacy. Given that the regression coefficient is substantially reduced at Step 4 but remains significant, partial mediation occurred, as the effect remained significant with a p-value of <0.001.

The findings of the effect size computation in the mediation test between the three variables are illustrated in Figure 2. The effect size indicates how much of the indirect pathway's effect on academic procrastination can be attributed to time management. The beta value of time management toward academic procrastination represents the total effect at 0.816. When digital literacy is introduced as a mediating variable, the direct effect of time management on academic procrastination is reduced to 0.636. The indirect effect value of 0.180 is derived from multiplying the original correlation between time management and digital literacy (0.665) by the correlation between digital literacy and academic procrastination (0.271).

The ratio index is computed by dividing the indirect effect by the total effect. In this case, 0.180 divided by 0.816 equals 0.221. This means that approximately 22.1% of the total effect of time management on academic procrastination is mediated by digital literacy, while the remaining 77.9% is direct or influenced by other factors not included in the model.

The findings of this study align with the Self-Regulated Learning (SRL) Theory (Zimmerman, 1989), which emphasizes how students actively regulate their behaviors, emotions, and cognitive strategies to achieve academic goals. This theory underscores the interconnected roles of digital literacy, time management, and academic procrastination in shaping students' learning behaviors.

Self-Regulated Learning Theory suggests that individuals who develop strong time management skills can effectively regulate their learning behaviors, particularly in digital environments. When students possess high digital literacy, they are more likely to use digital tools for planning, organizing, and monitoring their tasks, thereby enhancing their time management skills. (Schneider & Preckel, 2020).

This ideology has been applied to enhance student engagement by emphasizing teaching strategies that prioritize student autonomy, particularly in managing time and overcoming procrastination in digital learning environments (Williams, 2024).

Self-Regulated Learning Theory (SRL) predicts human behavior can be seen in academic performance and procrastination**.** For instance, research has shown that students who actively set goals, monitor their progress, and adjust their learning strategies tend to achieve higher academic success (Zimmerman & Schunk, 2021).

Furthermore, Theory of Planned Behavior (TPB) can be applied to explain the mediation effect observed in this study. Emphasizes that an individual's behavior is shaped by attitude, subjective norms, and perceived behavioral control**.** Which reflects a person’s confidence in their ability to perform a task, plays a crucial role in academic settings, as students with high digital literacy feel more capable of managing their time effectively, reducing procrastination (Bandura, 2001)

A comprehensive review from 2022 found that the most effective approach to reducing excessive procrastination is a combination of the Theory of Planned Behavior (TPB) (Ajzen, 1991) and mindfulness practices. TPB posits that behavior is shaped by attitudes, subjective norms, and perceived behavioral control (PBC), which together influence an individual's intention to act. Mindfulness practices enhance self-awareness and emotional regulation, thereby increasing students' perceived control over their academic tasks. By integrating mindfulness with TPB-based strategies, students can cultivate positive attitudes toward time management and benefit from social reinforcement that discourages procrastination. This combined approach improves the translation of intentions into effective time management behaviors, ultimately minimizing procrastination tendencies. Studies supporting this approach suggest that integrating TPB with mindfulness yields long-term behavioral change by enhancing both cognitive and emotional self-regulatory skills (Brown & Ryan, 2022).

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The major findings of the study were the following:

1. The level of time management of the students had an overall mean of 4.07 with descriptive level of high. It obtained an overall standard deviation of 0.64. Among the three indicators, Time planning had the highest mean of 4.11, while time attitudes had the lowest mean of 4.05.
2. The level of academic procrastination had an overall mean of 4.05 with descriptive level of high. It obtained an overall standard deviation of 0.82. Academic administrative task had the highest mean of 4.10, while studying for an exam had the lowest mean of 3.98.
3. The level of digital literacy had an overall mean of 4.01 with descriptive level of high. It obtained an overall standard deviation of 0.70. Citizenship had the highest mean of 4.14, while creativity had the lowest mean of 3.86.
4. The degrees of correlation of time management, academic procrastination, and digital literacy showed weak positive correlations between the variables ($p<0.05$). The p-values are at 0.05 level of significance. These results lead to the rejection of null hypotheses.
5. The mediation analysis showed that there was a significant effect of Time Management and Academic Procrastination (p-value = 0.001), a significant effect of Time Management on Digital Literacy (p-value = 0.001), and a significant effect of Digital Literacy on Academic Procrastination (p-value = 0.001). The overall effect of Time Management and Digital Literacy on Academic Procrastination showed that there was a significant mediating effect of Digital Literacy.

Conclusions

In light of this study's findings, the following statements were constructed:

1. Time management was often manifested in students' daily lives. This means that time management suggests that students who effectively plan and prioritize their tasks can enhance their academic performance, reduce stress, and meet deadlines efficiently. By organizing their schedules and allocating time wisely, students can balance their studies, extracurricular activities, and personal responsibilities.
2. Academic procrastination was often manifested among individuals with varying levels of time management. These results imply that students with poor time management skills are more likely to delay academic tasks, leading to increased stress and lower academic performance. Conversely, individuals who effectively manage their time tend to complete assignments on schedule, demonstrating greater self-regulation and productivity.
3. Digital literacy was often manifested in individuals' ability to balance academic procrastination and other responsibilities. These results imply that individuals with strong digital literacy skills can effectively use digital tools to manage their time, stay organized, and minimize procrastination. By leveraging technology for academic tasks, such as setting reminders, using productivity apps, and accessing educational resources, students can enhance their self-regulation and efficiency.
4. There was a positive strong significant relationship among time management, digital literacy, and academic procrastination. The study indicate a significant relationship between time management, digital

literacy, and academic procrastination, with digital literacy partially mediating the connection. This suggests that strategies to academic procrastination should emphasize both time management and digital literacy, as targeting only one factor may not be sufficient.

5. The findings indicate that academic procrastination is a significant issue, as many individuals use gaming as a coping mechanism. Although most indicators were rated high, the differences in mean values suggest that some individuals face more severe effects than others.
6. The findings highlight the importance of integrating digital literacy into academic and personal development programs as a strategy to address academic procrastination. By fostering effective digital literacy, individuals can gain greater awareness of theirprocrastination and establish time awareness.
7. Digital literacy partially mediated the relationship between time management and academic procrastination. The study shows that digital literacy partially mediates the relationship between time management and academic procrastination, with 22.1% of the effect explained by digital literacy, highlighting the need for interventions that address both time management and digital literacy skills to effectively reduce academic procrastination.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were offered:

1. Commission on Higher Education (CHED) were encourage to implement programs that promote the integration of digital literacy and time management skills into the higher education curriculum to help reduce academic procrastination among students.
2. School administrators may implement institutional policies and programs that enhance students' digital literacy and time management skills to help address the issue of academic procrastination.
3. Instructors may integrate digital literacy development and time management strategies into their teaching practices to helpstudents reduce academic procrastination and improve performance.
4. Students were encourage to actively develop their digital literacy and time management skills to minimize academic procrastination and enhance overall academic performance.
5. Future researchers may explore the **longitudinal effects of digital literacy on time management and academic procrastination** to better understand how these variables evolve over time. Investigating the role of digital interventions**,** such as mobile applications and self-regulated learning strategies, could provide deeper insights into how students can optimize their academic performance through technology.

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